Lesson Plan Template Rev 10/1/09 Dr. Thieman

Name: Rob Frenzel\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age/Grade Level\_11\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject Area(s)\_U.S. History\_\_\_\_\_ Unit Title\_World War II: The African American Experience\_\_

Lesson Title\_The G.I. Bill Estimated Time\_\_\_\_80 minutes\_\_\_\_\_\_\_\_\_\_\_\_

and Higher Education

**Purpose/Rationale for lesson:**

Demonstrate the relationship between the G.I. Bill and social changes in American society

**Curriculum Framing Questions:**

Essential Question: How does war contribute to social change?

Unit Question that applies to this lesson: How did the return of American soldiers from World War II lead to changes in the social fabric?

Lesson or Content Question(s): What were the major effects of the G.I. Bill? How did the experience of returning African American servicemen differ from their European American counterparts?

**Goal:** (broad general understanding or skill)

Develop an understanding of major social changes in society in the post World War II period

**Learning Objective(s):** (behavioral, observable, measureable)

* Explain what benefits the G.I. Bill provided to soldiers
* Describe factors that precluded African Americans from fully receiving those benefits
* Predict what larger implications this has for African Americans moving forward after World War II

**Curriculum Standard(s):** state or national that apply to this lesson

SS.HS.HS.03 Recognize and interpret continuity and/or change with respect to particular historical developments in the 20th century.

**Materials Needed:**

--Computer

--Projector

--Video: “McLoughlin Group: G.I. Bill Discussion”. Found at: [http://www.pbs.org/newshour/bb/military/july-dec00/gibill\_7-4.html#](http://www.pbs.org/newshour/bb/military/july-dec00/gibill_7-4.html)

--Power Point Presentation “GI Bill” [GI Bill.pptx](file:///C:\Documents%20and%20Settings\Rob\My%20Documents\GI%20Bill.pptx)

--Handout: Notes on G.I. Bill video (see below)

**Background knowledge or skills students need prior to lesson:**

--“Bonus Army” of 1932

**Hook or Introduction**:

As students arrive in class, have a question on the board for students to answer: “Imagine you joined the Army right after graduation from high school. For four years you’ve been overseas fighting in a war. Finally the war is over and you’ve returned home. What are some things that you would want to do now that you’ve arrived home?” (2 minutes)

**Procedures:**

**Step 1:**

Give students five minutes to write down things they would want to do upon returning home from war. Then list some of the items they have written on the board. If no one brings it up, ask what about going back to school. (7 minutes)

**Step 2:**

Have students break into small groups and come up with one reason why a returning soldier would want to go to college, and one reason why they might not be able to. After five minutes bring the class back together and have groups share their reasons why a soldier would want to go to school and why they might not be able to. (Need a job, lack of money, lack of marketable skills, etc.) (10 minutes)

**Step 3:**

Show students PowerPoint demonstration on the history of the G.I. Bill. Show timeline and key ideas and concepts of G.I. Bill. Focus on Title II of the Bill which makes all veterans eligible for money to attend school. Discuss 52-20 clause that gives returning soldiers a year of unemployment benefits. Point out that this is a sea change in policy that gets the government involved in financing higher education for the first time. Make sure that students understand that the bill itself does not specifically prohibit African Americans from attending college, but that many individual states still had segregated campuses that African Americans could not attend. While Historically Black Colleges and Universities existed, they became overcrowded and there was no federal or state money allotted to build new black colleges, even though states were opening other colleges. (10 minutes)

**Step 4:**

Show students video: “McLoughlin Group: Discussion on the GI Bill”. Video should take approximately fifteen minutes. Teacher will pass out Video Notes to the students and have students record their answers while the film is playing. When the video reaches twelve minute mark, teacher will write essay question on the board. Teacher will collect notes after the film. (17 minutes)

**Step 5:** Give students thirty minutes to write a short in-class essay that answers the following question: The year is 1945. The G.I. Bill has been passed. 1. Write a brief summary of the major effects of the G.I. Bill. What are some reasons that African Americans are still often unable to take full advantage of its benefits? What larger implications does this have for African Americans? What do you think will be the effect of this on African Americans going forward 10-20 years? (30 minutes)

**Differentiation/Accommodation** for diverse learners in your classroom.

TAG student: Revised essay question- Imagine you are a politician helping to draft the GI Bill and committed to ensuring that African Americans are not left out of the ability to take advantage of it. How would you have changed the law? What barriers existed to changing this? In 1940’s America, was there any way that the Federal Government could have played an active role to ensuring African American participation?

ADHD/IEP students: Provide seat nearest to the video screen. Be prepared to pause video for a one minute break if necessary. Allow student to turn in bullet points instead of essay. Provide list of key vocabulary terms. Follow any additional instruction as necessitated by IEP.

**Closure:** How will you bring the lesson to a close?

Teacher will divide students into pair/share groups with the person next to them. Students will take two minutes to come up with two things that they have learned as a result of this lesson. After two minutes, teacher will bring class back together and have students report out. (5 minutes)

**Assessment and Evaluation of Student Learning:**

Students responses on the essay should include an understanding of the basic points of the G.I. Bill (establishes benefits to returning soldiers to obtain housing and education, the 52-20 clause), and should demonstrate critical thinking about how the lack of educational availability for African Americans will leave them at a permanent competitive disadvantage in the job market, confine them to segregated neighborhoods, continue the cycle of disadvantage into the next generation, instigate calls for greater civil rights.

An excellent essay will include multiple benefits of the G.I. Bill, multiple factors that precluded African Americans from fully receiving those benefits and will predict that lack of access to G.I. Bill benefits will leave African Americans at a permanent disadvantage in the job market, segregated into impoverished neighborhoods, and create a desire for greater rights and social change.

An acceptable essay will include at least one benefit of the G.I. Bill, at least one factor that precluded African Americans from fully receiving those benefits and will accurately predict that this will be detrimental to African Americans future job prospects.

A poor quality essay will not include any benefits of the G.I. Bill, and/or will not include factors that precluded African Americans from fully receiving those benefits, and/or will not offer predictions for African Americans future job prospects.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Notes on G.I. Bill Video**

1. **How did many university presidents react to the G.I. Bill?**
2. **Five years after World War II, how many more Americans were graduating from college than before the war?**
3. **Name three societal changes that resulted from the G.I. Bill**
4. **What inspired G.I.’s to go to school when they graduated?**
5. **Why did some in Congress oppose the G.I. Bill?**
6. **What had to happen before African Americans would be able to more fully take advantage of G.I. Bill benefits?**